

Summer-Computer Science	Vocabulary	Key driver: Determination	Question	
Ipads	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area	Key skills: coding, tinkering, debugging. Year Enquiry: How can I use Technology purposefully? Topics: Coding, Beebots High-Quality Outcome: Plan a simple program	How can I code a Sprite?	
Launch WALT: To choose a command for a given purpose Outcome: Children will discover that they can move characters on screen using commands and compare Scratch Junior to the Bee-Bots used in the previous unit	Lesson 2 WALT: use joining blocks Outcome: Children will begin to use a start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites	Lesson 3 WALT: Make a change Outcome: Children will learn how to change these values and identify the effect of changing a value on a block.	Lesson 4 WALT: Add sprites Outcome: Children will discover that each sprite has its own programming area and learn how to add programming blocks to give instructions to each of the sprites.	Lesson 5 WALT: project design outcome: Children will decide how each sprite will move and create an algorithm that reflects this based on the blocks available in ScratchJr. Lesson 6: WALT: use my algorithm Outcome: Use their project design to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.
Content: Children will be taught basic coding using code blocks. Children will begin to see the physical programming they have learnt as pictorial representations.	Coherence: Children will have worked with Beebots, this is a pictorial representation of the same process.	Creativity: Children will explore different settings and outfits for their sprite.	Compassion: Children will support each other emotionally when things go wrong.	Community: Possible links with Science Oxford.

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Unit introduction

This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

Overview of lessons

Lesson	Brief overview	Learning objectives
Comparing tools	During this lesson learners will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit.	To choose a command for a given purpose <ul style="list-style-type: none"> ● I can find the commands to move a sprite ● I can use commands to move a sprite ● I can compare different programming tools

<p>Joining blocks</p>	<p>During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.</p>	<p>To show that a series of commands can be joined together</p> <ul style="list-style-type: none"> ● I can use more than one block by joining them together ● I can use a Start block in a program ● I can run my program
<p>Make a change</p>	<p>During this lesson learners will discover that some blocks in ScratchJr have numbers underneath them. They will learn how to change these values and identify the effect on a block of changing a value.</p>	<p>To identify the effect of changing a value</p> <ul style="list-style-type: none"> ● I can find blocks that have numbers ● I can change the value ● I can say what happens when I change a value
<p>Adding sprites</p>	<p>During this lesson learners will be taught how to add and delete sprites in ScratchJr. They will discover that each sprite has its own programming area, and learn how to add programming blocks to give instructions to each of the sprites.</p>	<p>To explain that each sprite has its own instructions</p> <ul style="list-style-type: none"> ● I can show that a project can include more than one sprite ● I can delete a sprite ● I can add blocks to each of my sprites
<p>Project design</p>	<p>During this lesson learners will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.</p>	<p>To design the parts of a project</p> <ul style="list-style-type: none"> ● I can choose appropriate artwork for my project

		<ul style="list-style-type: none"> • I can decide how each sprite will move • I can create an algorithm for each sprite
Following my design	During this lesson learners will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.	<p>To use my algorithm to create a program</p> <ul style="list-style-type: none"> • I can use sprites that match my design • I can add programming blocks based on my algorithm • I can test the programs I have created

Progression

This unit progresses learners' knowledge and understanding of programming and follows on from 'Programming A – Moving a robot', where children will have learned to program a floor robot using instructions.

See the learning graph for this unit for more information about progression.

Curriculum links

[National curriculum links](#)

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Assessment

Assessment opportunities are detailed in each lesson plan. The learning objective and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

Subject knowledge

The unit focuses on developing learners' understanding of computer programming. It highlights that algorithms are a set of clear, precise, and ordered instructions, and that a computer program is the implementation of an algorithm on a digital device. The unit also introduces reading 'code' to predict what a program will do. Learners will engage in aspects of program design, including outlining the project task and creating algorithms.

When programming, there are four levels that can help describe a project, known as levels of abstraction. Research suggests that this structure can support learners in understanding how to create a program and how it works:

- Task – what is needed
- Design – what it should do
- Code – how it is done
- Running the code – what it does

Spending time at the 'task' and 'design' levels before engaging in code writing aids learners in assessing the achievability of their programs, and reduces a learner's cognitive load during programming.

Learners will move between the different levels throughout the unit.